

# PSY6550: Cognitive Behavioral Interventions Syllabus - Fall 2023



SAINT LOUIS  
UNIVERSITY.  
— EST. 1818 —

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**Course:** PSY 6550  
**Classroom:** Morrissey Hall, Room 2603  
**Time:** Thursday 9:30am - 12:15pm

**Dr. Weinstock's Office Hours:** By appointment.

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## ***Prerequisites:***

PSY5520 - Psychopathology and PSY5610 - Clinical Interventions (or the equivalents as determined by the instructor).

## ***Course Description:***

This course covers theories and applications of cognitive-behavioral interventions and is designed to introduce trainees to, and give hands-on practice with, advanced cognitive-behavioral therapy (CBT) for a variety of specific disorders. We will explore a range of approaches used for conceptualization and intervention. The focus of this course will be on understanding and skill development, which will occur through lecture, discussion, active learning tasks, and demonstration/observation.

Per the *Handbook of the Clinical Psychology Doctoral Program at Saint Louis University*, this course contributes to the program's goals, objectives, and curriculum plan. More specifically it contributes to students' development of profession-wide competencies in research, ethics, ethical and legal standards, individual and cultural diversity, professional values and attitudes, assessment, and intervention skills.

## ***Course Learning Objectives:***

The course has the following objectives:

1. Promote critical thinking and use of these skills while reading, discussing, and writing about cognitive-behavioral assessment and intervention.
2. Become familiar with the basic theoretical tenets of cognitive behavioral interventions.
3. Understand the application of cognitive behavioral approaches to address diverse mental health problems, including assessment, conceptualization, and intervention.
4. Development initial skills related to provision of evidenced-based cognitive behavioral interventions.
5. Consider the diverse influences of (but not limited to) gender, ethnicity, culture, sexuality, social class, and other aspects of identity in relation to cognitive behavioral interventions.
6. Discuss the ethical considerations related to the delivery of cognitive behavioral interventions.

The learning process of cognitive behavioral interventions and their application, as well as skill development, is a continuous lifelong process. Please be supportive of and kind to yourself as well as to your classmates as we learn and make mistakes together.

**Vulnerability, Privacy, Confidentiality, and Boundaries:**

Due to the nature of this course, there are occasions when personal life experience or professional experiences (e.g., clients) may be relevant for the learning environment. In accordance with the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2017), you are not required to share personal experiences or disclose personal information, but you might consider doing so when you are comfortable. Additionally, to create a safe learning environment that is respectful of client and therapist information and to foster open and vulnerable conversation in class, the instructor and students are required to agree to confidentiality within and outside of the classroom.

***Jere's Personal Statement:***

Good teachers remain with us long after the semester is over with their demand for excellence, passion for the subject matter, and genuine regard for students' welfare. I strive to be one of those good teachers! Through my teaching, I aspire to offer a well-rounded education that is grounded in science, impart my excitement for cognitive behavioral interventions and my empathy for those struggling with mental health concerns. I also seek to encourage students to strive for excellence and to share some of my dry sense of humor along the way. I generally have a top-down teaching philosophy, believing it is important for students to understand why they are doing something (i.e., the big picture) prior to learning the fundamentals/skills. I believe this gives students a framework from which to understand and consolidate their learning. As a clinical psychologist and scientist-practitioner my theoretical orientation is cognitive-behavioral (with a smaller C and bigger B emphasis). It is through these lenses that I teach.

*Note.* This course can in no way provide a comprehensive review of the CBT tradition and all the interventions it encompasses. Instead, it is intended to provide a solid foundation from which students can further explore and develop CBT skills. A central emphasis of the course is learning how to think and conceptualize like a cognitive-behavioral therapist.

We cannot neglect nor ignore important contextual factors and facets of identity in the process of assessment, conceptualization, and providing evidenced-based treatment. Thus, along the way, I seek to integrate issues surrounding diversity and facets of identity (both therapist and client) into the course in ways that are relevant to content and process. Students are encouraged to contribute their unique perspectives to this effort by considering and raising issues related to diversity and by respecting others' opinions and viewpoints.

***Class Format:***

Class time is split evenly between learning CBT theory and acquiring CBT skills via class discussion, lectures, role plays, exercises, and videos.

### **Required Materials:**

We will read selected journal articles, book chapters, and treatment manuals. By reading works from an array of authors with diverse identities and backgrounds, a variety of perspectives and voices are represented. The comprehensive list of assigned readings can be found in the Schedule of Topics section below.

### **Required Text:**

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd edition). Guilford Press.

- The SLU Pius XII Memorial Library has an e-edition of the book that can viewed by six different users at the same time. Downloads (pdf) are not available via Pius Library. [Click here.](#)

Barlow, D. H. (Ed.) (2021). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> edition). Guilford Press.

- Chapters from this book are provided by Dr. Weinstock as a pdf. However, this book is worthy of your professional bookshelf!

Kazdin, A. E. (2013). *Behavior modification in applied settings* (7<sup>th</sup> edition). Waveland Press.

- Chapters from this book are provided by Dr. Weinstock as a pdf. However, this book is an excellent reference that you may desire to own.

\*\*\*Aside from the Beck (2021) book, readings can be found on the T Drive:

T:\College of Arts and Sciences\Psychology\Clinical\PSY6550 – CBT Readings

### **Evaluation and Grading:**

1. Class participation (13 points): At the graduate level discussing and examining the material with your colleagues is critical. This discussion is your chance to ask questions, share insights, express an opinion, and spur discussion. Thus, the overall class discussion will be graded each day, not individual participants. The grading scale is as follows: 0 = poor to not adequate discussion, 1 = adequate to excellent discussion. While quantity of your participation is important, the quality of your participation is just as, if not more, important. Students with excused absences (e.g., prelims) will result in an adjustment of total possible points for the course.
2. Clinical Nuggets(10 points): Once during the semester each student will be responsible for presenting “clinical nuggets” gleaned from a selected reading. Clinical nuggets are the practical information, perspectives, tips, and strategies that can be applied to clinical practice. Only the assigned student will read the paper and share their clinical nuggets. Presentations are to be no more than 5-10 minutes and can include any variety of formats. The presentations are not to be a review of the article! Please share the paper’s clinical application and/or issues it made you think about. The schedule and list of articles is provided separately.

3. Reinforcer Paper (21 points): Students will write a two to three page paper about a case from a behavioral/operant perspective. More detailed instructions are provided separately. Please label your file using the following name: LASTNAME\_RP. Papers are to be submitted via Canvas. It is permissible to use the first person in these papers. **DUE DATE: Wednesday, September 13 @ 7:00PM**
  
4. OCD Project Paper (30 points): The *OCD Project* (2010) is a reality television series in which individuals diagnosed with obsessive-compulsive disorder were treated via exposure therapy by Dr. David Tolin. For this assignment, students are to watch the first four episodes (can be found on Vimeo) and provide a recap of the intervention provided. As part of the recap, students are to provide: (1) a cognitive-behavioral conceptualization of one client on the show, (2) describe how theoretical concepts of CBT for OCD were present in the treatment delivered, and (3) how the intervention was adapted/tailored to the individual. Students are also to provide at least one additional reflection about the show. Papers are to be no more than about five pages. Please label your file using the following name: LASTNAME\_OCD\_PROJECT. Papers are to be submitted via Canvas. **DUE DATE: Wednesday, November 15 @ 7:00PM**
  
5. Applied Final (60 points): You will be provided with a variety of cases/vignettes related to cognitive behavioral therapy. In each situation you will be asked to respond to a prompt or series of prompts. These prompts can include providing a case conceptualization, completion of a thought record, a fear hierarchy with planned exposures, generate dialogue, or respond to a series of questions about the case. For the applied final select from the set of a vignettes/cases that adds up to 60 points and complete the assigned tasks. Please label your file using the following name: LASTNAME\_FINAL. Papers are to be submitted via Canvas. **DUE DATE: Thursday, December 14, @ 7:00PM**

**GRADE FOR THE COURSE:** Your grade will be based on a total of 134 points.

<b>A</b>	= 92.5% to 100.0%	<b>B-</b>	= 80.0% to 82.4%	<b>D</b>	= 60.0% to 69.9%
<b>A-</b>	= 90.0% to 92.4%	<b>C+</b>	= 77.5% to 79.9%	<b>F</b>	= 59.9% and below
<b>B+</b>	= 87.5% to 89.9%	<b>C</b>	= 72.5% to 77.4%		
<b>B</b>	= 82.6% to 87.4%	<b>C-</b>	= 70.0% to 72.5%		

***Attendance:***

Students are expected to attend, be on time, and fully engaged during class time. If a student cannot attend class on a specific day, they are to notify the instructor in advance (if possible). Students are responsible for any missed material.

***Academic Integrity:***

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, submitting materials authored by or revised by another person or artificial intelligence bot (e.g., ChatGPT) as the student's own

work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty will be sent to the Academic Honesty Committee of the College of Arts and Sciences. Students should refer to the following [SLU website](#) for more information about academic honesty and integrity.

***Disability Accommodations:***

Saint Louis University is committed to providing equal educational access for all students by ensuring that students with documented clinical or medical disabilities receive reasonable accommodations that support effective participation in all aspects of the educational experience. Please see [here](#) for more detail.

***Title IX:***

Please see [here](#) for Saint Louis University policy.

**Syllabus Changes and Notes:**

I reserve the right to make changes to this document that do not substantively affect the course structure and student learning objectives.

**Schedule of Topics and Assigned Readings:**

Readings are assigned each week. **You are expected to do all of the required reading.** Recommended readings are just that – recommended. You are not required or expected to do those readings. They are for your own exploration.

**August 24, 2023**

- Syllabus Review
- Overview of CBT Model
- Cognitive Bias Modification about CBT
- Identity as a CBT therapist

**August 31, 2023 – Introduction to the B of CBT**

Kazdin, A. E. (2013). *Behavior modification in applied settings* (7<sup>th</sup> edition). Waveland Press.

Chapter 1: Introduction

Chapter 2: Principles of Operant Conditioning

Chapter 6: Functional Behavioral Assessment

### **September 7, 2023 – Introduction to the B of CBT**

Kazdin, A. E. (2013). *Behavior modification in applied settings* (7<sup>th</sup> edition). Waveland Press.

Chapter 7: Positive Reinforcement

Chapter 8: Punishment

Chapter 9: Extinction

### **September 14 – Overview of Cognitive Therapy for Depression**

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond*. (3rd ed.). Guilford.

Chapter 1: Introduction to Cognitive Behavior Therapy

Chapter 2: Overview of Treatment **(SKIM!)**

Chapter 3: Cognitive Conceptualization

Chapter 5: The Evaluation Session

Wenzel, A., Dobson, K., & Hays, P. A. (2016). Culturally responsive cognitive behavioral therapy. In *Cognitive Behavioral Therapy Techniques and Strategies* (pp. 145-160). American Psychological Association. <https://doi.org/10.1037/14936-008>

### **September 21, 2023 – Identifying & Restructuring Automatic Thoughts and Emotions**

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond*. (3rd ed.). Guilford.

Chapter 12: Identifying Automatic Thoughts

Chapter 13: Emotions

Chapter 14: Evaluating Automatic Thoughts

Chapter 15: Responding to Automatic Thoughts

### **September 28, 2023 – Cognitive Restructuring (continued)**

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond*. (3rd ed.). Guilford.

Chapter 7: Activity Scheduling

Chapter 16: Integrating Mindfulness into CBT

Chapter 19: Additional Techniques

Chapter 20: Imagery

### **October 5, 2023 – Alcohol Use & Gambling Disorder (e.g., Addiction)**

Morasco, B. J., Weinstock, J., Ledgerwood, D. M., & Petry, N. M. (2007). Psychological factors that promote and inhibit pathological gambling. *Cognitive and Behavioral Practice*, *14*, 208-217.

McCrary, B. S., & Epstein, E. E. (2021). Alcohol use disorders. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> ed., pp. 555-613). Guilford Press.

### **October 12, 2023 – Panic Disorder & Agoraphobia**

Craske, M. G., Wolitzky-Taylor, K., & Barlow, D. H. (2021). Panic disorder and agoraphobia.

In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> ed., pp. 1-63). Guilford Press.

### **October 19, 2023 – Social Anxiety**

Aderka, I. M., Hormann, S. G. (2021). Social anxiety: A process-based treatment approach. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> ed., pp. 108-132). Guilford Press.

### **October 26, 2023 – No Class, Fall Break!**

### **November 2, 2023 – Unified Protocol**

Payne, L. A., Ellard, K. K., Farchione, T. J., & Barlow, D. H. (2021). Emotional disorders: A unified protocol for transdiagnostic treatment. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> ed., pp. 217-256). Guilford Press.

Tibber, M. S., & Silver, E. (2022). A trans-diagnostic cognitive behavioural conceptualisation of the positive and negative roles of social media use in adolescents' mental health and wellbeing. *The Cognitive Behaviour Therapist*, 15, e7.  
doi:10.1017/S1754470X22000034

### **November 9, 2023 – Obsessive Compulsive Disorder**

Franklin, M. E., & Foa, E. B. (2021). Obsessive-compulsive disorder. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> ed., pp. 133-184). Guilford Press.

### **November 16, 2023 – (ABCT Convention) TBD**

### **November 23, 2023 – No Class, Thanksgiving!**

### **November 30, 2023 - Posttraumatic Stress Disorder – Cognitive Processing Therapy**

Monson, C. M., Shnaider, P., Chard, K. M. (2021). Posttraumatic stress disorder. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (6<sup>th</sup> ed., pp. 64-107). Guilford Press.

### **December 7, 2023 – Attention Deficit Hyperactivity Disorder**

Sprich, S. E., Knouse, L. E., Cooper-Vince, C., Burbridge, J., & Safren, S. A. (2010). Description and demonstration of CBT for ADHD in adults. *Cognitive and Behavioral Practice*, 17(1), 9-15. doi: <https://doi.org/10.1016/j.cbpra.2009.09.002>

- Watch videos embedded in the article.

### **Concluding Reading**

Nezu, A. M., (2020). When psychotherapy is not working: Ethical considerations. *Cognitive and Behavioral Practice*, 27(4), 417-425.  
<https://doi.org/10.1016/j.cbpra.2020.05.006>

### **Recommended Books and Other Resources:**

American Psychological Association – Division 12 - Society of Clinical Psychology

- <https://div12.org/#>

Iwamasa, G. Y., & Hays, P. A. (Eds.) (2019). *Culturally responsive Cognitive Behavior Therapy* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000119-005>

Springer, K. S., & Tolin, D. F. (2020). *The big book of exposures: Innovative, creative, and effective CBT-based exposures for treating anxiety-related disorders*. New Harbinger Publications.

Tolin, D. F. (2016). *Doing CBT: A comprehensive guide to working with behaviors, thoughts, and emotions*. Guildford Press.